

Childminder report

Inspection date: 14 January 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish at this exceptionally welcoming childminding setting. They show that they are very familiar with their environment and extremely relaxed and happy. Children have quality time with the childminder, who supports them to feel very safe and secure. They are highly motivated to investigate and learn through play. Children confidently select what they would like to do and are eager to join in with activities on offer. The childminder talks to children in a calm and respectful manner. Children's behaviour is exemplary. They share resources and are extremely polite. The childminder has high expectations and helps children to understand their feelings and emotions.

The childminder promotes children's independence from an early age. Children competently put on their coats and boots before going outdoors. They are familiar with daily routines and understand what is expected of them. For example, children wait patiently while the childminder leads the pet dog to its section of the garden. Children enjoy being active. They 'march' outdoors and eagerly explore the available resources, such as coloured water and blocks of ice. Children enjoy healthy snacks and nutritional meals in a relaxed and social atmosphere. The childminder has high expectations, and children understand the need for good hygiene.

What does the early years setting do well and what does it need to do better?

- The childminder has a deep understanding of how children learn. She uses her knowledge and interactions to deliver a rich curriculum that captures children's interests. The childminder gets to know children extremely well and has a superb understanding of what each child already knows and what they need to learn next.
- Children are immersed in a language-rich environment and, as a result, are confident communicators. The childminder engages children in conversation and uses skilled questioning to motivate children to think for themselves. She introduces new words as children play to enhance their vocabulary and sensitively supports young children to develop their speaking skills even further.
- Partnerships with parents are superb. The childminder establishes exceptionally friendly and trusting relationships with parents. They are kept fully informed about their children's day and their ongoing learning and development. Parents are very complimentary of the childminder and hold her in the highest regard. They say the childminder provides 'great educational activities' and 'fantastic care' and their children love attending. They would not hesitate to recommend the service to others.
- Children become fully absorbed in activities. For example, they are eager to explore play dough and confidently use a variety of tools and their hands to

make different 'pizzas'. Children concentrate and persevere to achieve their goals. The childminder expertly knows when to involve herself in children's play, to facilitate children's learning, and when to step back and watch. Children develop resilience and a confidence in their abilities that encourages a positive attitude to learning.

- Children are exceptionally confident and thrive in the childminder's nurturing care. They competently manage their personal needs and are eager to help the childminder with simple tasks, such as bringing plates and fruit into the playroom ready for snack.
- The childminder regularly takes children to places in the community, such as the local care home. She understands how these enriching opportunities contribute to deepening children's experiences of the wider world.
- The childminder quickly identifies when children may need extra support. She works closely with other agencies to ensure that all children develop skills in readiness for their future learning. This includes seeking additional guidance for children with special educational needs and/or disabilities.
- The childminder demonstrates an exceptional drive to provide a superb provision for every child and their family. She constantly reflects on and evaluates all aspects of her setting, including adapting the environment to ensure children remain engaged and excited. The childminder is committed to gaining more knowledge and skills as well as refreshing those she already has. She makes excellent use of any new information gained from research or training. She strives to continually develop her skills and knowledge so that children make the very best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY397903
Local authority	Norfolk
Inspection number	10372595
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	26 April 2019

Information about this early years setting

The childminder registered in 2009 and lives in Hopton, near Great Yarmouth, Norfolk. She operates all year round from 7.45am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She offers government funded places for all eligible children.

Information about this inspection

Inspector
Karen Harris

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder discussed how they organise their early years provision and spoke about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- Parents provided the inspector with written feedback, and the inspector took account of these views.
- The inspector looked at a sample of key documents, including qualifications and training.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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